Amendments to the Claims

This listing of claims will replace all prior versions, and listings, of claims in the application:

Listing of Claims:

1. (currently amended) A method of aligning instructional strategies to knowledge to be learned, comprising the steps of identifying particular items of knowledge to be learned;; classifying the items by knowledge domain implicated in each item, wherein the knowledge domain is selected from the group consisting of procedural knowledge, declarative knowledge and both procedural and declarative knowledge; classifying the items by brain processing function used to learn each item, wherein the brain processing function is selected from the group consisting of a self system, a metacognitive system and a cognitive system; classifying a plurality of instructional strategies by knowledge domain and brain processing function; and selecting instructional strategies that address the knowledge domain and the brain processing function associated with each item of knowledge.

2. (cancelled)

3. (cancelled)

4. (cancelled)

5. (new) The method of claim 1 wherein the particular items of knowledge to be learned are taken from benchmarks identified under state academic content standards adopted by a public education supervisory body of a state.

6. (new) The method of claim 1 wherein the cognitive system is separated into information processing, storage and retrieval, input/output and knowledge utilization categories.

7. (new) The method of claim 6 further including the step of ranking the selected instructional strategies by an Effect Size associated with each selected instructional strategy.

8. (new) The method of claim 6 further including the step of ranking the selected instructional strategies according to how well each strategy addresses the knowledge domain and brain processing function associated with each items of knowledge to be learned.

9. (new) The method of claim 6 further including the step of ranking the selected instructional strategies using a combination of the Effect Size associated with each selected instructional strategy and a measure of how well each selected instructional strategy addresses the knowledge domain and brain processing function associated with each item of knowledge to be learned.